



## Developing Your Adolescent's Profile Part 1

### To Prepare:

1. Collect all medical and school reports and correspondence and collate in a binder with tabs.
2. Review the information on ADHD symptoms and Executive Functioning impairments.
3. Review Executive Functioning and High School Charts and additional handouts below.

### Step One: Place ADHD symptoms and EF impairments into your teen's profile

Observe your teen while they are functioning. Try to be as objective as possible. Documenting specific examples can be helpful.

Chat with them informally, more than once, when they are relaxed and open to discuss their school experience. (Use "[Tips for Speaking with Your Teen About Their School Functioning](#)" to assist you).

Use the [Executive Functioning](#) and [High School](#) Charts to help to guide your discussion and make notes as they come to your attention.

Do not worry about classifying the issue as an ADHD symptom or EF impairment as there will be significant overlap and noting the cause matters less than recognizing the impairment.

### Questions to Ask Your Adolescent, Yourself and the Educators.

Please note that everyone's answer as to why your teen is not on task and unable to complete their work is subject to their own interpretation. Teachers may think that the teen is simply avoiding doing the work, your teen may think the work is too difficult and you may think your teen has not been given sufficient direction. All may be correct, but discovering the underlying cause is what will be most informative.

### At School or While Doing Schoolwork at Home

How often is the teen off task? Is this due to:

- inattention, distracted by surroundings, or daydreaming;
- hyperactivity and or impulsivity;
- not knowing what they are supposed to be doing, being unprepared, unaware of the schedule or not understanding the instructions;

- the inability to stop what they are doing and refocus their attention (cognitive shifting; or
- forgetting what the next steps are?

Are they able to begin tasks and then work independently, and for how long?

Are they productive? Do they get their work done on time, if not, why not?

Does their hyperactivity cause them to be distracted or others to be disrupted? How do they present? Do the consequence of their hyperactivity cause further distraction and disruption?

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